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Innovator, 1976-03-29

Student Services

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Students Address Engbretson

In a special student meeting Thursday, March 18, President Engbretson was asked to "refrain from hiring, firing, and making administrative decisions."

Rev. Evelyn Theresa Evans, university nurse and student representative, addressed the following questions to Dr. Engbretson.

(1) Why did you state in the February Executive Session of the BOG that Mr. Lott had been censured by students (implying SSAC members) for signing for student funds without a (SSAC's) student's co-signed signature; therefore you might have to suspend Mr. Lott...?

Engbretson responded somewhat tersely and evasively.

(1) There is no relationship between SSAC signing contracts and Lott's reassignment.

(2) Who were the students that censored Mr. Lott; what were the reasons; in what capacity did they serve as student representatives?

(2) He does not recall what students censored Bob Lott.

(3) Why didn't you call a meeting with SSAC members to discuss/inform them of your concerns/intentions regarding the issue of Mr. Lott's signing for student funds without one of their representative's signature?

(3) He did not think it necessary to call a meeting because administrators serve at his pleasure.

(4) Why are you so "hung up" on decentralizing operations for student services?

(4) He feels that a decentralized system would maximize the sources in each college.

(5) Why can't students (current) have input in the process of determining the type of operation for student services?

(5) Students do have input in Student Services.

(8) Why did you replace Mr. Lott with Doug Davis, who was removed from that position earlier because of problems/ incompetence?

(8) Doug Davis is not incompetent.

(9) Why don't you waiver the university wide appeals procedure and re-instate Mr. Lott to director of student services; remove Doug Davis from the position until a system is established to review the issues and get student input in the process? (You waived the proper procedure in initiating Mr. Lott's displacement and subsequently forced him to use the appeal procedure).

(9) He did not waiver procedures; he wanted a university-wide appeal process to be exhausted.

(13) Did you or Mr. Lott's immediate supervisor put your decentralized concept in writing to be implemented by Mr. Lott?

(13) No, he talked about it, but he never did it.

(14) Why haven't you placed your charges against Mr. Lott in writing?

(14) He didn't feel it was necessary; he can fire administrators at his pleasure.

(15) Why did you dismiss Mr. Lott when he does not report directly to you?

(15) Ted Andrews had not been in his position long enough to make a decision.

(16) Since he does not report directly to you on whose recommendation did you dismiss him?

(16) He dismissed Lott because of his dissatisfaction with Lott's performance.

The meeting continued, with Becky Keller discussing the lack of adequate resources with which Lott had. Also, she said that students should decide what their needs are; not the president. Asked why the issue of having a doctor on campus was never allowed to go to a referendum, Engbretson said that he didn't think students would want to pay more for activity fees to support a doctor.

Percy McMasters, student, said that Engbretson acted disrespectfully by terminating Lott on four hour's notice. Therefore, he asked the president to "refrain from hiring, firing, and making any administrative decisions."

What Its Going To Take

Well, I went to the Big Racism Meeting the other day but left after a few minutes. Sounded like a convention of Baptist ministers to me, and I've already heard enough of those.

I do think we have racism at GSU, both on institutional and individual levels. However, I believe the problem is broader than that, that there is a tendency to discriminate against anyone who happens to be poor and working class. When hassles which stem from an elitist value system are directed against blacks, they are naturally perceived as racist. However, by narrowing the definition of this discrimination to racism alone, all those affected are divided. This division weakens efforts to end it.

Perhaps one day "I'll finish school and get a fancy "professional" job somewhere, and I'll forget my roots and be just as elitist as everyone else. Until that happens I can still speak from where I am now. As a \$6000 a year civil service employee and full-time student, I find it a little difficult to get excited about one middle-management staff member replacing another. Nor can I seriously believe that changing the color or gender of a few faces at the top will make it easier for people like me to get an education and support our families in the process.

Recently another employee of this institution was terminated. This man did not simply get transferred from one high-paying position to another. He was a civil servant fired only days before his probationary six months was up. Nobody's threatened to riot in his defense. Naturally, there's little that can be done to prove his termination was unjustified. At his financial level (he made \$25 more a month than I do), one of the first lessons you learn is that if the bosses want to get rid of you, they can always find some "legal" pretext to do so. I'm not saying this man was the world's most perfect employee, even though he always appeared to be efficient to me, because I don't know for sure. I do know that he was the only person in his unit required to sign in and out daily and adhere to a tightly-structured itinerary of his movements during the course of his work — clearly a case of discriminatory treatment.

It seems to me that any of us still trying to climb the bottom rungs of the ladder make a serious mistake when we consider administrators, faculty and professional support staff as anything but adversaries. I do not mean that persons in these categories can't be perfectly adorable people and occasionally treasured friends. I do mean that the issues which affect us here at the bottom are not going to head the list of priorities for those at the top.

What it will take to get these issues resolved is united and realistic efforts on the part of those most affected to force the folks who have made it to treat the rest of us fairly.

Getting an education, under the most luxurious of circumstances, is hard work, and we need all the help we can get — not by lowering academic standards — who needs a bogus degree? — but by providing the services which would alleviate the drain on our energies.

For instance, why should a student enrolled in Saturday classes have to depend on friends to get him or her from the IC station to campus? Nobody's asking for a Rolls Royce with a uniformed driver — just adequate bus service.

Day Care Center fees may not be excessive by community standards for private day care, but if those fees prevent even one parent from continuing his or her education, then they are too high. Day care in a university supposedly devoted to higher education for poor people ought to be fully subsidized. It would cost too much? Perhaps, but by whose standards? My children are old enough not to need day care now, but how much did society lose by my not being fully productive during the 25 years I was out of school rearing my family? Maybe I wouldn't have made much of a contribution to society, but I might have had better jobs and at least paid more taxes!

And I don't even want to get started on the parking issue — except to wonder how an institution devoted to ideals of simple justice could possibly think it was fair to assess the same fee of a work-study student living at or below the poverty line as it does of its well-paid teachers and bureaucrats.

Getting fairer racial and sexual representation on the faculties and in high administration offices is all to the good, but trusting those folks to pay attention to the problems of the poor and working-class members of the GSU community sounds like the old trickle-down economic theory to me.

Sincerely,
 Jean Kalwa

"When Is A Student In Good Standing?"

The following statement appears in the Governors State University 1976 catalog, page 15:

"Students are in good standing when they have met all admissions conditions by the time specified in their admissions certificate and either:

a. they have completed one-half of all units for which they have been enrolled in all previous Trimesters when the total of units enrolled for is 16 units or less; or

b. they have completed three-fourths of all units for which they have been enrolled during all previous Trimesters when the total of units enrolled for is more than 16 units. (Units dropped during the add-drop period of the Block do not count in this determination),,

Students who do not satisfy the above conditions are said to be not in good standing. There are implications regarding the not in good standing status for student who receive financial aid, tuition waivers and/or grants either from state or federal monies. The Veterans Administration has been apprised of the good standing policy at Governors State University and intends to have the university report to them regarding those students who are not in good standing. At this time, the timing and the mechanism of such reporting has not been fully determined. The university, at this time, does not have any action that takes place because a student is not in good standing. The possibility of such action is being considered within the Academic Affairs Wing of the

university at this time. The reason why such action is being considered is because between 1,000 and 1,500 of our currently enrolled students are considered not in good standing according to university policy.

Per decisions reached at a March 8, 1976 meeting of the academic deans and the support units in the academic wing dealing with problems involving admissions, registration and academic records, the following action will take place as soon as possible.

The student academic record at Governors State University will consist of student information such as name and address, etc. and the information regarding learning modules

Cont. Pg. 5

GSU ARCHIVES

GSUA 580-2

Board Meeting Held Here

Park Forest South, March 18, 1976 — Collective Bargaining regulations, enrollment and resources in FY 77 and tuition in the Board of Governors System were the major topics discussed at the March meeting of the Board of Governors of State Colleges and Universities.

Meeting at Governors State University, Park Forest South, the Board of Governors unanimously approved a set of regulations designed to implement its November 20, 1975 vote. At that time the Board voted to grant certain academic employees the right to determine whether they wanted collective bargaining, and if so, a subsequent right to select a bargaining agent. A statement on

the Board's action on collective bargaining is attached.

The Board today heard Executive Officer Dr. Donald E. Walters discuss in some detail the question of enrollment and resources that may be anticipated for FY 77. Dr. Walters stressed the system-wide impact of budget reductions recommended by the Illinois Board of Higher Education and the Governor's further reduced budget recommendations made public on March 3, 1976. The IBHE budget recommendations with re-allocations, would allow a system-wide increase of approximately 2,000 (full-time-equivalent) students, while the Governor's budget recommendations would allow an ap-



proximate increase of only 400 (F.T.E.) students. In addition, the BOG system universities will not be able to employ approximately 50% of the additional faculty which were originally requested in order to meet next fall's enrollment surge.

The impact of drastically reduced budgets raised unanswered questions from Board members regarding possible revision of current enrollment and admission policies.

Dr. Walters paper included, with tables, such information as

the sources of income for operating budgets for public institutions of higher learning in Illinois; tuition as a percent of instructional costs; the problem of access and financial aid; and state, federal and institutional aid programs.

Alternative Check Out The Issues

Dear Colleagues:

As a result of a resolution passed by the Board of Governors, within the next couple of months a secret ballot referendum will be held to determine whether a majority of the full-time academic employees favors collective bargaining. If a majority favors collective bargaining, a second election will be held to determine the exclusive bargaining agent, if any. Before the referendum on collective bargaining is held, I think it is incumbent on all academic employees who will be eligible to vote to become as informed as possible with respect to the issues raised by collective bargaining in higher education. Because of the importance of this issue to each of you and to the university at large, the other presidents and I mutually agree that it is important that each faculty member be familiar with both the pros and the cons of collective bargaining before casting a ballot in the referendum. For this purpose an open forum cosponsored jointly by the BOG Council of Faculties and Council of Presidents will be held at GSU on Wednesday, April 7, 1976 from 9:00 A.M. to 11:30 A.M.

Speakers being invited are Dr. George Angell, a noted neutral national authority on collective bargaining, representatives of AAUP, AFT, and anyone else who wishes to speak for a prospective bargaining agent, our GSU/ BOG Council of Faculties members, and a student to represent student governance input.

Among the questions that should be thoroughly considered prior to the referendum are the following:

1. What impact would faculty collective bargaining have on current governance structures and relations with the University administration?
2. What effect would the establishment of collective bargaining have on the functioning of the Council of Faculties?
3. What impact would collective bargaining have on the University's tenure policies and professional personnel systems.
4. How effective is collective bargaining with respect to setting faculty salaries in a state like Illinois where the Legislature has to appropriate the funds?
5. Would collective bargaining increase the amount of money available for salaries?

OPEN LETTER TO THE ADMINISTRATION AND THE GSU COMMUNITY:

How long are we going to put up with the cafeteria service being provided by AUTOMATIC. The food is lousy, the cost extravagant, and the service abominable. Doesn't anyone care?

A list of complaints would be too long for this newspaper to print but a summary would include - poor quality of food, high prices, unserviced vending machines, non-availability of certain food items during the day, understaffing at busy times, etc.

Why isn't there any formal evaluation and rejection of this travesty called AUTOMATIC? Isn't there a committee responsible for overseeing food service? Isn't this an administrative responsibility to see the community well-served? Doesn't anyone care? I will personally refuse from now on to eat cafeteria food until some action is taken!

Robert Press
Professor of International Education

Duck Fees

There are a large number of ducks (or other birds) parking on the pond on GSU property.

Have the proper arrangements been made to collect the parking fee from them as they must be made aware that state law requires the collection of a parking fee from all staff, visitors (unless they are in the clearly marked Visitors Lot, which the ducks (or other birds) are not)?

If no effort is made to collect the fee from the ducks (or other birds), this is clearly discrimination against human beings (faculty, staff, students are supposedly human) and should be a case for affirmative action.

I sincerely hope that the affirmative action groups and minority caucus are handling this serious case of discrimination.

When is a sentence cognitively meaningful? The best way to tell is by the Verification Principle. It goes like this: all statements are "synthetic" (science) i.e., which express propositions conveying information about the world that are empirically verifiable. All other statements fit into two categories.

The first category is analytic, i.e., statements which express propositions which are true or false a priori and do not describe anything in the world. "All husbands are married" is an example. Under the second category are emotive statements, i.e., utterances which express no propositions at all and therefore cannot be true or false. Moral statements, such as "That's good!" are examples. According to A.J. Ayers, a prominent philosopher, any statement which expresses one's feelings is an emotive statement.

These are the criteria which we use to test the genuineness of an apparent statement of fact for the criteria of verifiability. We say a sentence is factually significant to any given person, if, and only if he knows how to verify the proposition which it purports to express; that is, if he knows what observation would lead him, under certain conditions, to accept the proposition as being true, or reject it as being false.

Student Input Welcome

By Michael Leigh

It came on the agenda that SSAC has no secretary as at now - the committee members were stressing for a full-time secretary on the campus. There had been a proposal demanding a full-time secretary but the issue had not been resolved. Now, the ballgame is open for you and your friends. If you have a skill or any talent in typing, filing, etc. this is the time for you to see your counselors at the financial aid office or check the university personnel office adjacent to the security office or behind the business office. You probably be hired on the same day. Don't forget the recruiting will be on the basis of first come first serve. Job description is available upon your request. Check it out!!!

Last on the agenda is the annual election of SSAC coming up next month. This is an annual event whereby you elect student of your own choice by secret

ballot. Anytime from now, students will be campaigning all around the campus making all kinds of pledge for their being nominated. Hey! I want you to check out whoever comes to your aid for your votes whether he is capable to perform and not to honor the pride of being a member of SSAC Committee. Student Advisory Committee Offices will become vacant next month. I hope each student is ready to nominate his respective candidate of their choice. If their is any funny names on posters you need to clarify about before casting your votes; sacrifice few seconds by stopping at Student Services Office by checking him/ her out.

We need quality students representatives who are militant and know the importance of their personalities being nominated to a school offices. Fellow students, get ready to cast your votes!!!



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GZOO BEEHIVE

Blues to Bluegrass, Inc. will present an eight hour benefit concert for "The Centre" an uptown counseling and educational center, servicing over two hundred youths. The benefit will be held April 4, 1976, from 5 P.M. to 1 A.M. at Biddy Mulligans, 7644 N. Sheridan, Chicago. Donation \$2.50.

Featured performers will be: the Rosehip String Band, Jim Hirsch, The Special Consensus Bluegrass Band, Bill Cody, The Redhead Band, Jim and Vivian Craig, Honeyboy Edwards, Michael Nolan, The Grassfood and Lodging Bluegrass Band from Wisconsin and many more.

For further information contact: Blues to Bluegrass, Inc. 561-8033. The Centre, Inc. 728-9544.

— Two visual art exhibits are scheduled at Governors State University.

Gerrard Vandershoot, an M.A. candidate, will exhibit 3-D and 2-D works through March 30.

Larry Zywica will exhibit paintings and prints April 1-15.

Exhibits are in the lounge of the College of Cultural Studies. Hours open are the regular university schedule.

New faculty and students were elected to the University Assembly March 3-6.

Chairperson is Aida Shekib, professor in BPS. Jerome Starks, student in CCS, is secretary. June Patton, professor in CCS, is vice-chairperson.

New assembly members are as follows: faculty: Ms. Patton and Addison Woodward; faculty-at-large, Nvida Kofele-Kale and Kenneth Silber; support units, Joseph Meredith and Carl Peterson; civil service, Katie M. Ball and Lucille Pollo; and students, Edwin Washington, Betsy Jarvis, Bob Daum, and Henry Barton.

Presidential appointees are Lawrence Littlewood, Joan Retzlaff Ronald Robinson, Ann Swartout of the community; Russell Hollister and Herbert Olivera of faculty; Virginio Piucci, vice president research and innovation, and Richard Vorwerk, dean of instructional services.

According to Doug Davis, Director of Student Services, there are no plans to close the Child Care Center. Any official notice concerning termination of services would come from the Office of Academic Affairs or Student Services.

— Accepted for textbook publication is "The Black Character in American Drama Before the Civil War" by a Dean At Governors State University.

Dean Alfonso Sherman of the College of Cultural Studies has had his manuscript accepted by Vantage Press of New York City.

Dr. Sherman is also co-authoring a textbook with Prof. L. Hanebuth of St. Paul, the title of which is "Accountability in Education and Health Care Delivery."

The executive director of the National Alliance of Black Feminists, Brenda D. Eichelberger, will discuss The Black Feminist Movement April 7 in GSU Women's REsource Center in Cultural Studies. This center provides a referral service which has accumulated information on many organizations in Chicago and the suburbs. The Center provides programs of interest to women on self-defense, legal rights, all-day workshops and their areas.

Kenneth L. Shivers, space administrator, has announced that due to the construction work to be performed in E and F buildings, re-assignment of classrooms will have to take place. We will attempt to get the information to the various instructors at least one-class meeting before a necessary change. However, if any problems should arise, the Information Office should be contacted at ex. 2464. Your patience and understanding are appreciated.

The nursing faculty and students of Governors State University will have a one day conference to be held April 9, 1976, 8:00 a.m. - 4:00 p.m. The conference is designed to meet information needs of practitioners and educators considering utilization of research strategies in nursing practice. Research as a process will be demystified and related to "real world" nursing practice.

The guest speakers for the day are Dr. Nola Pender, Professor of Nursing Education and Research in Nursing Practice at Northern Illinois University, and Dr. Edward Vockell, Professor of Statistics at Purdue University.

Anyone who would like to attend or desires additional information should contact Irene Slater at 534-5000, ext. 2353.

A Bicentennial Antisubversive Seminar will be held in Indianapolis, Indiana on Friday, April 23 through Sunday, April 25.

Scholarships are available for students and faculty. The scholarships, worth \$55, will cover tuition, food, and lodging. A minimum of two nights accommodation will be needed. Anyone wishing to attend the seminar may obtain a scholarship application form in the Innovator office.

Recreative studies department that teaches swimming, tennis, and other sports, is now being discontinued, due to lack of funding from the Board of Higher Education.

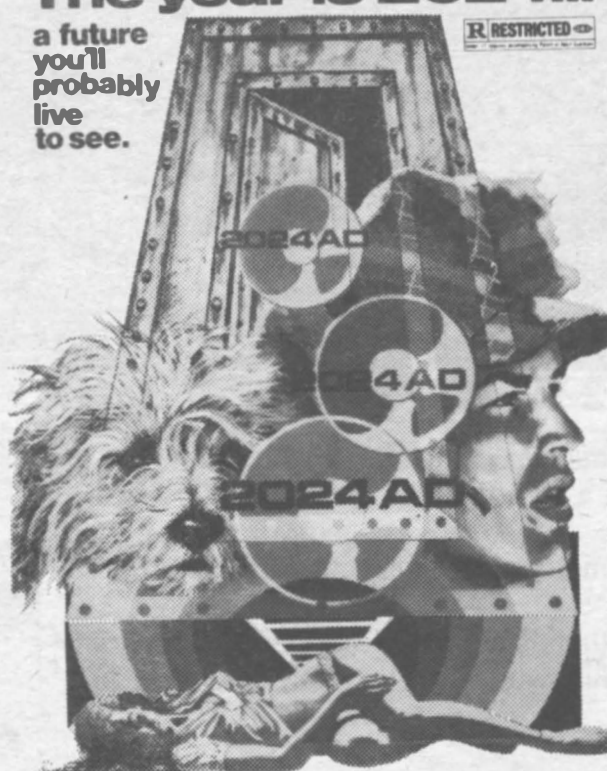
The BHE feels since other schools in the area have such a department, GSU does not need one. Therefore, Director Ben Lowe was reassigned to teach Communication Science. Betty Metcalf (secretary), Mike Eason, and Roger Manaois (instructors) were also reassigned. Lyle Smith and Mark Payne, also instructors, have been fired.

WHO is the Administration VIP seen walking to his offices from the VISITORS Parking Lot on March 19? Can't you afford to shell out the \$12 every trimester either, Bill?

The last polo game of the season for the Polo Club of Chicago will be at the Water Tower Armory on Chicago Avenue and Seneca, Chicago, on March 28.

The game is scheduled for 7 p.m. Tickets are \$2, \$4, and \$5.25. For information, call 337-1148.

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MICHIGAN CITY Michigan City, Ind.	RIDGE PLAZA Griffith, Ind.		

— Registration dates have been announced for the spring-summer trimester at Governors State University.

Registration will be April 13-14 for the May 6-August 25, May 6-June 30, and July 6-August 25 blocks.

There will also be registration June 22-23 for the July 6 - August 25 block.

Final registration will be April 23 for the May-June and May-August blocks and June 30 for the July-August block.

Students will not be allowed to register if they have not been admitted to the university, or if they have an outstanding financial obligation to the university.

"Raisin," the Tony and Grammy Award winning Best Musical based on the late Lorraine Hansberry's classic play, "A Raisin in the Sun," comes home to Chicago, opening at the Shubert Theatre, 22 W. Monroe, Thurs., March 25, for a limited five week engagement. Now an American classic, it has been produced on thousands of stages and in 30 different languages.

The title is from a poem by Langston Hughes.

"What happens to a dream deferred?

Does it dry up.

Like a raisin in the sun?"

Virginia Capers, who received the Tony Award for Best Musical Actress in her role as Lena Younger (Mama), heads the cast of the Broadway company coming to Chicago.

"Raisin" also stars Autris Paige, last seen in Chicago as the male lead in "Don't Bother Me, I Can't Cope," and Mary Seymour, who has sung in theatres.

The musical was directed and choreographed by Donald McKavle with music by the Grammy Award winning composer Judd Woldin and lyricist Robert Brittan whose rich and exciting music was recorded by Columbia Records.

Over two million theatre-goers have cheered "Raisin" which is recommended as a "must see" by the American Bicentennial Administration.

Performances are Friday and Saturday, 8:30 p.m.; Sun., 7:30 p.m.; Wed., Thur., 8 p.m. and matinees Wed., Sat., 2 p.m.; Sun. 3 p.m. Tickets range from \$12 to \$3.50. There are no performances Monday and Tuesday.

Attention

The only official newspaper on campus, we at the Innovator are pledged to serve the University Community but we need your help! Even if we are student oriented, all GSUers are asked to participate in this valuable information gathering and

dissemination medium. If you are planning anything which may be of interest to students, let us know.

Our office is located behind the Community Conference Center; ext. 2620.

Innovator Survey

Dear Readers:

The Innovator is concerned about its image. To help us know where we stand, how we can improve ourselves, and how we can continue to serve your needs, we are putting these questions to you.

Your response to these important questions are crucial to the future of the Innovator. Your cooperation in this survey will not only help the Innovator but will also provide a more interesting and pleasant reading environment for yourselves.

To submit your responses, simply fill out the questionnaire below, tear it from the paper and drop it in the box set up in two locations by April 7, 1976. These locations are as follows: the Innovator's office (behind the community conference room), outside the LRC (second floor).

Thank you.

Sincerely yours,
Rodney C. Smith
c/o the Innovator

1. How would you rate the Innovator as a student newspaper?

Excellent__Very good__Good__Fair__Poor__Very Poor

2. Do you feel the name Innovator is appropriate?

Very appropriate__Appropriate__So-so__Inappropriate__Very inappropriate

3. Do you think the articles in the Innovator are relevant?

Very relevant__Relevant__So-so__Not__Relevant__Very Irrelevant

4. Do you find the articles in the Innovator readable?

Very Readable__Readable__So-so__Not__Readable__Very Unreadable

5. Is the Innovator informative?

Very informative__Informative__So-so__Not__Informative__Very informative

6. Do you think the Innovator is sensitive enough to the student's needs?

Very sensitive__Sensitive__So-so__Not__satisfied__Very insensitive

7. Are you satisfied with the present format of the Innovator?

Very satisfied__Satisfied__So-so__Not__satisfied__Very unsatisfied

8. How would you rate the Innovator with other college newspapers?

Lot better__Better__Comparable__Poorer__A lot Poorer

9. Do you contribute articles to the Innovator?

Yes__No

10. Does the Innovator come out often enough to your liking?

Often enough__Enough__So-so__Not enough__Not often enough

11. How would you rate the news coverage of the Innovator?

Very good__Good__So-so__Poor__Very Poor

12. Do you see the Innovator doing Investigative Journalism?

Yes__Uncertain__No

13. Do you think the Innovator should publish controversial articles?

Yes__Uncertain__No

14. Would you like seeing Co-op Ed jobs published?

Yes__Uncertain__No

15. Do you find the ads useful?

Very useful__Useful__So-so__Not useful__Very unuseful

16. Would you like to see more poems?

Yes__Uncertain__No

17. Do you like feature stories?

Yes__Uncertain__No

18. Does the Innovator need more feature stories?

Yes__Uncertain__No

19. Do you find the Editorial interesting?

Very interesting__Interesting__So-so__Uninteresting__Very uninteresting

20. (a) Would you like to see more columns in the Innovator?

Yes__Uncertain__No

21. Would you like a man-on-the-street column?

Like it very much__Like it__So-so__Dislike it__Dislike it very much

22. Would you like to see more pictorial news?

Like it very much__Like it__So-so__Dislike it__Dislike it very much

23. Is the Innovator prompt in printing your submissions?

Very prompt__Prompt__So-so__Late__Very late

24. Do you feel the Innovator fills up space usefully?

Yes__Uncertain__No

25. What do you think of the newsbriefs?

Very good__Good__So-so__Poor__Very poor

26. Is the column "Letters to the Editor" important?

Very important__Important__So-so__Unimportant__Very unimportant

27. Do you think the photographs would enhance the story?

Yes__Uncertain__No

28. How would you rate the photographs in the Innovator?

Excellent__Very good__Good__Fair__Poor__Very poor

29. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

30. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

31. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

32. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

33. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

34. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

35. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

36. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

37. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

38. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

39. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

40. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

41. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

42. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

43. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

44. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

45. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

46. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

47. How would you rate the accuracy of the reporting on the Innovator?

Very accurate__Accurate__Fair__Inaccurate__Very inaccurate

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The INOVATOR extends an invitation to you, the GSU community to express your feelings about happenings or situations at the university, in a Letter to the Editor.

We will print your letter as it comes to us. We will withhold names upon request, but each letter must be signed.

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What's up after college? That question is enough to get a lot of young people down. Air Force ROTC college graduates have that worry, too. But their immediate future (and longer if they choose) is much more secure. As a commissioned officer, there's a good job....Travel. Graduate level education. Promotions. Financial security. And really, lots more.

If you have two academic years remaining, there's a great 2-year AFROTC program still available to you. Look into the details. We think you'll be pleasantly surprised. And pleasantly rewarded.

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Davis assumes duties of acting Student services Director

By MICHAEL LEIGH

The Student Service Advisor, his former contemporary had made. Who knows??? He did say that he wants to adjust his books and review his budget. I guess Mr. Davis is smalling that the budgetary period is fast approaching at GSU.

Mr. Davis begun the meeting by stating emphatically that, "I am glad to be in your midst at this crucial atmosphere within the university campus." The smooth going personality of Mr. Davis is back again. This time he is back on the basis of acting as Director of Student Activities. He is a soft-spoken gentle man who needs your support in order to discharge his assignments.

Mr. Davis further emphasized this his commitment with the administration had not been clarified. "I will assume the total structure of management function of Student Activities Unit he stated." He denied changing the staff around and having the telephones removed. Furthermore he gave his reason for fund freezing. That being he doesn't want to make the same mistakes

made. Who knows??? He did say that he wants to adjust his books and review his budget. I guess Mr. Davis is smalling that the budgetary period is fast approaching at GSU.

Prior to the 4th March 1976, says Mr. Davis the cash on hand and how much being spent is excellent but this does not show that auditing aspect of their books is excellent." I don't hold any animosity grudge against anybody on the campus." He accepted his acting nomination without any ill-feelings to anybody and his policy is an open-door type. He says SSAC fulfills this mandate and students could capitalize whatever opportunity is existing on the campus. In his closing remarks Mr. Davis stated that students could not be able to travel for March/April block because there are insufficient funds for this period. In addition he further stated he is ready for a smooth-running SSAC, and finally that he is available at any time on campus and that his secretary has been doing a marvelous job on scheduling his appointments.

Continued from front pages

completed will include only the enrollment term of the module, the title and the units completed. Competency statements will not be included. This student record will be summary in fashion, listing all modules and units completed on the same record. Students may request competency statements to be attached to this new record. The Office of Admissions and Records will make copies of competencies from a competency catalog that will be maintained in that office. For those learning modules that are of the independent study type, the student records will still be hand typed with the competencies included. The catalog competencies plus these independent study type competencies will then be issued upon student request. For those students who complete a degree at Governors State University, a set of area of emphasis competencies appropriate to the degree will be included in all transcripts being sent to agencies or institutions specified by the student.

The reasons for the decisions reached in modifying the Governors State University record were (1) the general dissatisfaction of institutions and agencies with the GSU type of record. (The main reason for maintaining a student record is to be able to communicate to other institutions or agencies that a student has completed academic work and/or a degree). (2) The costs in personnel, storage and computer support in maintaining the type of record the university has had to date.

It is highly probable that the implementation of this decision will take place during the Spring-Summer 1976 Trimester.

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Grad student has modern two bedroom furnished suburban apt. to be shared with straight, responsible clean individual. Features carpet, A/C, patio, pool, clubhouse, laundry, and parking facilities. Location: 159 Street, East, Calumet City. Two min. from expresway \$135.00 a month. Call Mr. Rupert, 849-0145 in the day, or 947-61120 after midnight.

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MARCH ON BOSTON!

By:
Billy Jones and
Daniel Emil Youngdahl

On April 7, Hattie McCutcheon, National Staff Member of NSCAR (National Student Coalition Against Racism) will be speaking here, at GSU, to build support and participation for the MARCH ON BOSTON, called for Saturday, April 24, vans for which are presently being organized to leave from GSU. Strong support is urgently needed from around the country to turn back the racist attack on the right of the Black community to use busing as a means to achieve equal education.

Since the Fall of 1974 Black students have been attacked by racist gangs when entering South Boston High. Due to the inaction of the Boston Police Department and City Officials these attacks have now spread to attacks on Black families living on the outskirts of racist neighborhoods. If the racists are allowed to turn back the right of Black students to freely go to any school they desire it will open the door to further attacks as is now happening in Louisville and may happen in Chicago. A mass mobilization is needed by all supports of the rights of oppressed people to come to Boston to show the racists that they can not be allowed to continue these attacks.

Hattie McCutcheon is presently on a six city national tour and will speak at 8:00 p.m. in the GSU Community Conference Room on Wed., April 7. In addition to being on the national staff of NSCAR, Hattie is a member of the Crisis Teams in Boston. She was director of a Black task force against the war in Viet Nam, co-founder of the Third World Womens Organization, active in the National Black Feminist Organization, and is a member of the African Liberation Support Committee.

Travel arrangements for the MARCH ON BOSTON are being organized by Jerome Starks, member of the GSU University Assembly and James Sanders CCS Student Assistant Dean. People wishing further information are to contact Jerome in Student Services, x2141, or x2111. GSU students are urged to go to Boston April 24. The desegregation laws have been on the books now for 21 years. "Two hundred years of racism is enough!" is the theme of action.

The following Facts On Busing is reprinted below from a flyer printed by the National Student Coalition Against Racism:

For 56 years, the school bus has been a friendly figure — an accepted and vital part of the American school system. Without the bus, millions would have had to rely on the limited education of the red brick school house. Some might never have completed school.

Now, because it is used to carry out school desegregation, racist forces have cast the friendly yellow school bus as the villain. By rejecting busing, they reject desegregation and the right of Black students to attend any school, including the better ones. Busing is necessary in cities

where segregated housing patterns make it impossible for Black students to walk to better schools.

SOME INITIAL FACTS (from the U.S. Civil Rights Commission, unless otherwise noted.)

*Over 50% of all students in the U.S. are bused to school.

*Less than half of all students in the U.S. walk to "neighborhood schools."

*less than 4% of all students are bused for purposes of desegregation.

*In some parts of the country, desegregation has reduced the amount of busing. In Georgia, with student enrollment up 92,000 and the number of students bused up 14,000, the total number of miles traveled decreased by 473,000 as a result of desegregation. The National Highway Traffic Safety Administration reports that less than 1% of the increase in busing can be attributed to desegregation.

*The National Safety Council reports that the school bus is the safest means of transportation in the U.S. The Pennsylvania Department of Education reports that the bus ride is three times safer than walking to school.

*Costs of transportation are only 3.6% of the total national school budgets, the same as 40 years ago. Only \$1.5 billion was spent on transportation out of a total national expenditure by government on items like defense.

SOME QUESTIONS RAISED BY ANTI-BUSING FORCES.

1. Don't parents and students really oppose busing?

—In Massachusetts, before the Federal Court ordered busing for desegregation in 1975, out of 1 million students, over 500,000 were bused.

—Buses have long been used for education. Students are bused to zoos, parks, museums, art and music shows, athletic events, government centers,...

—Busing has been traditionally used for segregation. Black students walked to poor schools,

while whites were bused to modern, well-staffed schools.

—"Forced busing" is the phrase used by racists to suggest unfairness. Education in the U.S. is compulsory; the law "forces" students to attend school. Busing is only a means of transportation. Racists are against all "forced" equality for Blacks in education, housing, employment, or anything else.

—The Black community as a whole supports busing, not so Black students can sit next to whites, but so they can share in the better educational facilities normally reserved for whites. In Boston, a majority of Blacks favored busing before Phase I of the plan. After Phase I, 75% of the Black community supported busing. A newspaper poll in Detroit, revealed that a majority of the Black community favored busing for desegregation.

2. Doesn't desegregation violate the tradition of "neighborhood schools?"

—"Neighborhood schools" are a myth. They were never sacred in the days of segregation, when whites rode buses to avoid neighborhood schools that had Blacks.

—In Boston, over 30,000 students rode buses, before desegregation. Whites still ride buses away from their neighborhoods into the Black community to attend Boston Latin and Technical High Schools.

—Before desegregation in Boston, Black students from Columbia Point in South Boston were refused admittance to the "neighborhood schools." They had to ride buses into Black schools in Boston and Roxbury.

—In many parts of the country, desegregation will enable Blacks to attend "neighborhood schools" for the first time.

3. Won't desegregation cause "white flight?"

—"White flight" is a racist code word meant to portray images of peace-loving, innocent whites "fleeing" before mobs of Blacks descend on their tranquil schools and neighborhoods. We reject this concept.

—In Pontiac, Mich. and Racine, Wis., which have had busing for over 4 years the net loss of white pupils per year has been 1%. In Memphis, there has been an increase in white enrollment, since desegregation, 10 years ago.

—On the other hand, in Detroit, Chicago, Philadelphia, and other cities "white flight" has reached up to 20% in the last 10 years, although none had desegregation plans during that period.

—Dr. James Coleman, a leading theorist on "white flight," has admitted that his research was conducted in cities without busing. "White flight" has more to do with the economic and social conditions of a city than with busing plans.

—According to the City of Detroit Budget Committee, most residents, Black and white want to "flee" because of unemployment, taxes, crime, lack of housing, etc.

—San Francisco has had "white flight," "Black flight," and "Brown flight," as residents seek to escape the problems of the city — not busing.

—One way to stop any "white flight" that might be caused by desegregation is to assure everyone that any neighborhood where they might move is subject to the law of the land and will be desegregated.

4. Won't desegregation mean a decline in achievement and

quality of schools?

—In the few cases where studies have been done, Berkeley and Louisville, pupil achievement has increased for both Black and white students. In Denver, white students continued their levels, and Black and Chicanos increased their performance on tests.

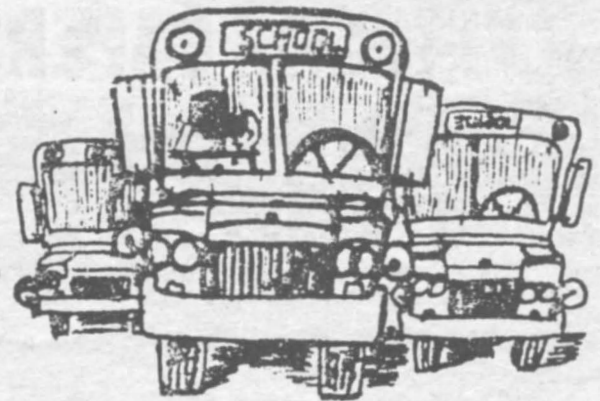
—As a result of desegregation, more books, equipment, repairs and teachers were provided to all schools, according to the U.S. Civil Rights Commission.

5. Won't students be subjected to more crime in the inner city schools?

—This racist claim about Black students attacking whites is a myth. FBI reports show an increase of violent crimes in 13% of the suburbs, 9% in cities. The highest crime area in Boston is in a lily-white section of East Boston.

—Few, if any, clashes occur at Black high schools in Boston, where whites are a minority. Racists have attacked Blacks in Hyde Park, Charlestown, and South Boston, where Blacks are outnumbered 10-1. Anti-busers have attacked Blacks in their homes, on the streets and in public buildings.

—Evansville, Ill. and Pontiac, Mich. report fewer racial clashes and better communication between students and the community since their desegregation.



“Land Of Gluk”

Once upon a time, in the land of make believe, there lived a man with smiling eyes, a heart full of love, and a soul filled with dreams. This man was always full of life. He enjoyed doing all kinds of fun things, but he was always careful never to hurt anybody. He knew that to hurt anybody was wrong. He liked to say hello to strangers, because he knew that, in this land of make believe, most of the people were afraid to smile and to even touch each other. When he saw little children, he always opened up his heart to them and they liked him right away.

The man knew that he soon would have to get a “job”. In this land, everyone had to get a job so that they could be given some money to do the things they wanted to do. He wanted to get a job in a place where he could continue to bring some happiness to all the other people by doing all the things that make other people happy.

When he was fast asleep, one night, a person from a far away place called him and asked him if he would like to come to Gluk to open up a Center for children. He was so excited, because he knew that he could make the children happy and they could laugh and sing with him and him with them. He left his home and travelled to the land of Gluk.

He was surprised and delighted to see that there was a big house where he could bring all the little children to play and learn with him. He began to make plans. He knew that he had to take away the fear that came upon even the people in the land of Gluk. He wrote letters to the parents, invited them to visit his place where he was going to take care of their children. No one came. So he waited, and waited, and waited. Finally, he saw someone come to the front door. It was a mother with 3 small children. He flashed his great big smile and extended his hands in warm friendship. The children were quiet, because they were afraid. One of the little girls saw all the toys that the man had placed in the house. She began to play and called her brother and sister to join her. Soon, they forgot all about their fear, and wanted to stay in this big house.

The man went over to them and said “My name is Friend, will you tell me your name?” The children liked his big, blue eyes. He made them feel so good inside. Soon more parents came, and more children were given the chance to play and learn and stay in the big house. Everyone was happy, and all the children laughed and played. They had lunch, and naps, and sometimes they saw special movies. When the weather was warm, the children played outside and some of them learned how to ride bicycles, play catch, and enjoy the fresh air. The man, too, had fun, because he could see the happiness that he was bringing to the little children and he was glad that he was given the chance to share his love.

Then one day, the man got a letter from his boss. The letter said that the big house in the woods would have to close its doors to all the little children because there were not enough children who came to the big house, and his boss needed a lot of parents to pay him a lot of money.

The man was very sad. He spoke to all the people he thought could help him. He tried to make them understand that the Center was a warm and beautiful place, full of love and understanding, and that the children liked to come, and the parents were happy and satisfied. The people he spoke to only shook their heads.

All the children would have to leave. The big house in the woods would be only a memory of the man’s dream of happiness. The sound of laughter would no longer be heard, and the man would have to go back home. He sat on the front steps of the house, and a big sadness came in his heart. He started to cry, and he started to feel like he wanted to hurt someone, even though he knew it was wrong to hurt anyone.

He left the land of Gluk, and his eyes were no longer smiling. He no longer said hello to strangers on the street. He knew that life was not full of love, and he understood why the people of Gluk were so afraid. He went back home, and he stayed in his little house until the feeling of unhappiness could be lifted from his heavy heart.

Staff

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Abi Ajimobi

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Sharon Wallace

Hodes To Star In Jazz Show

Tickets for the Preservation Jazz shows at Freedom Hall in Park Forest are now available at Park Forest Village Hall on Forest Blvd. at Lakewood. The first show, starring Art Hodes, is at 8 P.M., Friday, April 9. It is the first event in the new community center theatre, a Bicentennial project for the village.

Art Hodes was included on the Grammy awards show during their special salute to jazz. The show series will feature a variety of jazz players with Art Hodes.

Single show tickets are \$5. Seating is on a first come, first seated basis. Single tickets are good for any show. Patron series tickets for \$25 and \$50 can be purchased, reducing the cost of each show to less than \$4. A special area will be reserved for patron ticket holders.

For further information call 748-0228.

YMCA Participation

PARK FOREST SOUTH, ILL. — Further evidence that Governors State University is serving the community is the announcement that 4,012 residents are enrolled in the new YMCA program at the university.

Included are approximately 700 students and staff and family members from the university itself.

Information may be obtained by telephoning the YMCA at Governors State University, 312/ 534-5800.

Regular YMCA participants include: Beecher - 56; Chicago Heights - 212; Country Club Hills - 297; Crete - 385; Flossmoor - 74; Frankfort - 248; Hazel Crest - 59; Homewood - 66; Matteson - 402; Olympia Fields - 139; Park Forest-Park Forest South - 1,821; Peotone - 46; Richton Park - 265; Steger - 182.

Dolton, Blue Island, Calumet City, Glenwood, Harvey, Lansing, Markham, Midlothian, Mokena, Oak Forest, Oak Lawn, Palos, and South Holland are also represented among participants.

Students and staff of the university receive a preferential fee structure, but the Y at GSU urges all citizens to participate in the new recreational program.

AAUW Grant

The Oak Lawn Area Branch of the American Association of University Women is offering a five hundred dollar financial grant to further the education of a Southwest area woman.

In order to be eligible, the candidate must have completed at least two years of college, be at least twenty five years of age, and live in the Metropolitan Southwest area. The grant must be applied to a minimum of six credit hours of academic work in a four year college or university at the undergraduate level during the 1976-77 scholastic year. Junior College application of the six credit hours does not fulfill the requirement of the grant.

For further information and application forms, please contact:

The Scholarship Committee
Oak Lawn Branch of Amer. Assoc. of University Women
c/ o Mrs. Kathleen A. Conley
9617 So. Kilpatrick Ave.
Oak Lawn, Illinois 60453

All applications must be received by the committee by April 15, 1976 and the committee will reach its decision by May 1, 1976.

Career Workshop

“Career Orientation: Prepare Now for the Future,” a three hour workshop, will be offered Saturday, April 10, 1-4 p.m., by the Community Council of the College of Human Learning and Development, Governors State University.

This workshop program is designed to explore the career options possible through the College of Human Learning and Development (HLD). Following a multi-media presentation as an introduction to the university complex, one area of emphasis from each of the five collegial programs will be explored and shared by staff. After individual presentations, staff members will lead roundtable discussions with interested participants.

This presentation is open to both those interested in guiding students in selecting possible careers and to college students themselves. The programs to be discussed are: Communication Science, Behavioral Studies, Human Relations Services, Human Services, and Urban Teacher Education.

Persons interested in participating in this workshop may register by sending the \$1.00 registration fee, together with name, address, and telephone number to: Cashier, Governors State University, Park Forest South, IL. 60466. Checks should be made out to Governors State University with a separate notation earmarking the fee for HLD Community Council presentation.

“Ice Wolf”

PARK FOREST SOUTH, ILL. — To help meet the demand for tickets, another performance of “The Ice Wolf” will be given at Governors State University.

Temmie Gilbert, director of the children’s theater, announced: “Due to the enthusiastic response from the community, and the desire to serve as many children as possible, the GSU Children’s theater is adding a performance of ‘The Ice Wolf’ on Saturday, April 3, at 11 a.m.”

The Eskimo myth is already scheduled two Saturdays and Sundays, March 27-28 and April 3-4, with performances at 2 p.m.

Admission for children will be 50 cents, junior and senior high school students 75 cents, and adults \$1.

There are some tickets available for all performances at this time, but it is suggested that reservations be made as soon as possible by telephoning the theater in the College of Cultural Studies at 312/ 534-5000, X2119.

Performing in the play are two casts of 26 young persons from Crete, Flossmoor, Homewood, Manteno, Matteson, Momence, Park Forest, Park Forest South, Palos Hills, and Robbins.

“The Ice Wolf” is an exciting, authentic folk tale for young people, moving the audience into the world of the Eskimo and then into the fantasy world of the imagination.

It’s A Birthday Party

Come one, come all; to the Public Art Workshop’s fourth birthday celebration on Sunday, April 11, 1976 from 2 to 5 p.m. The community art center and mural resource center is located at 5623 W. Madison St. (near central).

The public is invited to attend this gala celebration, where technical demonstrations by young photographers, as well as young photography students will be displayed. Prints will be offered for sale to raise money for this new program. Included in the display will be paintings and drawings by P.A.W. artists and their students. Opportunities will be available for youngsters (parents should accompany children) and adults to meet the photography and painting instructors and register for spring classes.

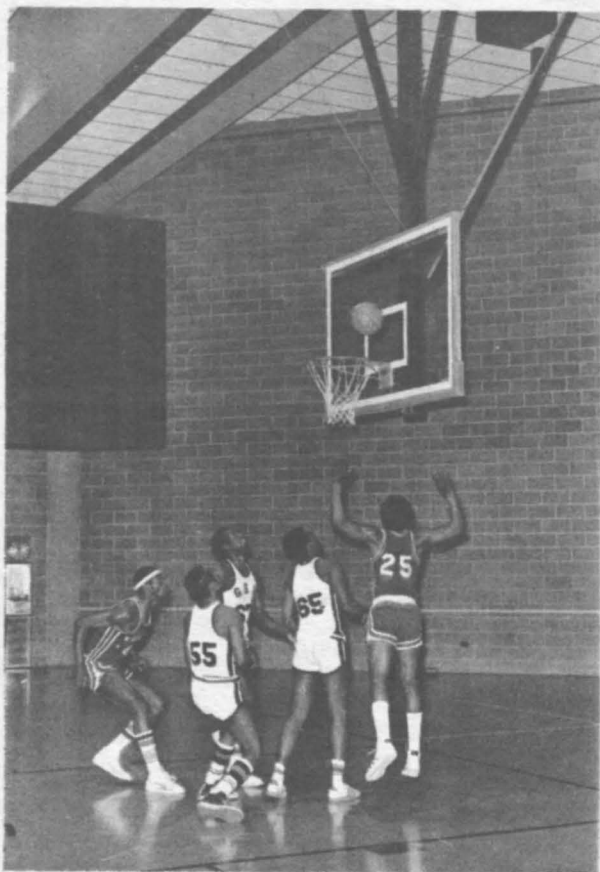
P.A.W.’s mural resource center will deliver a slide presentation and lecture on recent murals in the United States and Central America. Available there will be several new books on the production of murals and the use of photography in the classroom.

Between 3 to 4 p.m. there will be a presentation of special awards for the promotion of public art. Entertainment, will be featured, as well as coffee, punch and home-baked desserts served.

Artists, students and friends of the Public Art Workshop will get together for its fourth birthday celebration on Sunday, April 11, from 2 to 5 p.m. P.A.W. is a non-profit mural and photography workshop, community art center and mural resource center located at 5623 S. Madison St. (near Central).

The public is invited to attend the celebration, where they can see technical demonstrations by young photographers and a display of the students’ work in the new photography workshop. Prints will be offered for sale to raise money for this new program. Also on display will be paintings and drawings by P.A.W. artists and their students. There will be opportunities will be awarded for youngsters (parents should accompany children) and adults to meet the photography and painting instructors and register for spring classes.

SPORTS



Lamont Parker,
Greg Braden, Joe
Garner

GO

TEAM

GO!

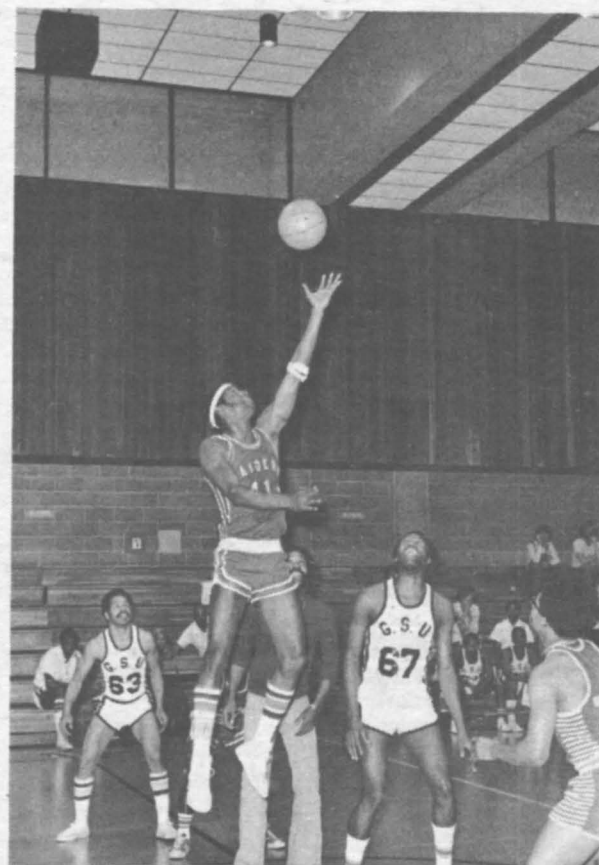


GSU Team

On Thursday, March 18, the GSU basketball team played Kennedy-King College. Kennedy-King won, with a score of 85-62.



Kenne Dy-King Team With
Coach Dan Davis



Ernie Holmes
Referee + Player-Coach
Robert Faire, And
Joe Carter

GSU JAZZ CONCERT

